

Idaho Standards for Health Teachers

All teacher preparation programs are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s). Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Health Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher preparation programs have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

~~*In addition to the standards listed here, health teachers must meet Idaho Core Teacher Standards.*~~

Principle Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the following content areas of health~~education~~: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.
2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; ~~and~~ lack of or excessive physical activity; and behaviors that result in intentional and unintentional injury.
3. The teacher understands the relationship between health education content areas and youth risk behaviors.
4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community. ~~The eight c~~omponents of coordinated school health include: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).
5. The teacher understands that health is multidimensional (e.g., physical, mental intellectual, emotional, ~~and~~ social, cultural, spiritual, and environmental).

Disposition

1. The teacher recognizes the importance of modeling health-enhancing behaviors.
2. The teacher **recognizes** that health is multidimensional (e.g., physical, intellectual, emotional social, cultural, spiritual, and environmental).

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

~~2. The teacher creates a learning environment that respects and is sensitive to controversial health issues.~~

~~2. The teacher assesses resources and develops a coordinated school health education plan.~~

Principle Standard 2: Knowledge of Human Development and Learning -- The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Principle Standard 3: Adapting/Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Principle Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Principle Standard 5: Classroom Motivation and Management Skills- The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in physical activity and other health-enhancing behaviors.
2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

Disposition

1. The teacher appreciates the role of intrinsic and extrinsic motivation ~~for in~~ the development of health-enhancing behaviors.

Performance

1. The teacher motivates students to participate in physical activity and positive health-enhancing behaviors inside and outside the school setting.

2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, [setting life goals](#), and making healthy decisions).

Principle-Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands student jargon and slang associated with high-risk behaviors.

Disposition

1. The teacher recognizes the sensitive nature of many health issues.
2. The teacher recognizes that listening skills and sensitivity are crucial in addressing health-related topics.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher ~~uses listening skills that~~ facilitates responsible decision making, [goal setting](#), and alternatives to high-risk behaviors [that enhance health](#).
3. [The teacher creates a respectful learning environment that is sensitive to controversial health issues.](#)
- 3.4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. [The teacher demonstrates the ability to use interpersonal communication skills to enhance health.](#)

Principle-Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher ~~knows~~ [understands](#) the differing [community health](#) values and ~~acceptable practices pertaining to health education that a community possesses.~~
2. [The teacher understands how to access valid, appropriate health information and health-promoting products and services.](#)
3. [The teacher understands the influence of culture, media, technology, and other factors on health.](#)

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
- ~~2. The teacher develops health education compatible with community values and acceptable practices.~~
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

Principle Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Principle Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. The teacher demonstrates the ability to advocate for personal, family, and community health.
2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.